



PHASE II 'M&A'

Date: March 27, 2020

New Rochelle High School

Embracing Diversity, Driving Success

New Rochelle City School District





Phase I Highlights

How NRHS Uses Data:

- To assess areas of student strengths and needs
- To determine course offerings
- For the placement of students
- To inform instruction and improve practice
- To determine professional development
- For the development of department-wide goals
- To provide intervention services



Phase I Highlights

Data Needs

- Availability of disaggregated data is greatly needed to identify instructional improvements.**
- Easily Accessible Data**
- Transition Data**
- Accurate data from previous out-of-district schools**
- Data Analysis**

Phase I Highlights

Data Needs Continued



We will use data to:

- Understand student diversity
- Assess how diverse groups are represented in the curriculum
- Identify bias view points
- Question traditional concepts
- Reassess Learning goals
- Select materials
- Assess effectiveness

Phase I Highlights

Advanced Courses

Honors



Science:

Advanced Earth Science
Advanced Chemistry
Neuroscience
Science Research
Neuroscience

PAVE

Acting
Band
Dance
Orchestra
Visual Arts
Vocal

Math:

Geometry Honors
Algebra II Honors
Precalc/Calculus

English:

English 2
English 3

Dual Enrollment Courses (13)

Early College Enrollment WCC/SUNY:

- Architectural Drawing
- Architectural Design
- AUTODESK AutoCAD
- Marketing
- Accounting
- College Algebra w/Trig
- College Precalculus
- College Calculus

SUPA:

- Forensics
- Calculus I
- Calculus II
- Calculus III
- Ordinary Differential Equations

Advanced Placement Courses (30)

English:

AP Capstone
AP English
Literature
AP English Language

Math:

AP Statistics
AP Computer Science A
AP Comp. Sci. Principles
AP Calculus AB
AP Calculus BC

World Languages:

AP Spanish Language
AP Spanish Literature
AP French
AP Latin
AP Italian
AP Mandarin

Social Studies:

AP Macroeconomics
AP World History
AP American History
AP European History
AP US Government
AP Human Geography
AP Psychology

Science:

AP Biology
AP Chemistry
AP Environmental Sci.
AP Physics 1
AP Physics 2
AP Physics C

Arts:

AP Studio Art Drawing
AP Studio Art 3D Design
AP Music Theory

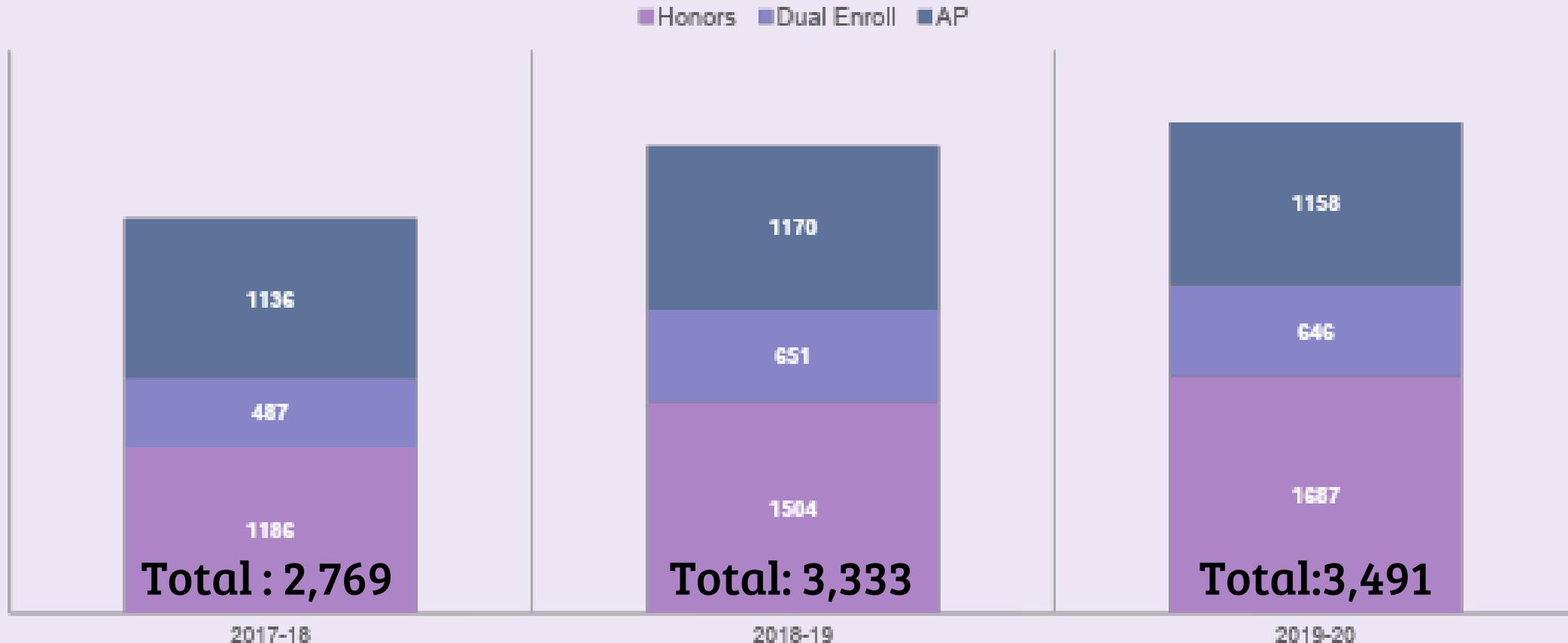
Phase I Highlights

Accelerated Pathways



Enrollment in accelerated courses has increased by 682 duplicate enrollees from 2018 to 2020.

Advanced Course Enrollment



Phase I Highlights

Disparities



The data clearly indicates gaps for economically disadvantaged, ELL, and IEP students.

	Passing Rate	Enrollment in AP	Attendance	Spension
Asian				
Black/African American	Light Purple	Light Purple	Purple	Purple
Hispanic/Latino	Light Purple	Light Purple	Purple	Light Purple
White				
ELL	Purple	Purple	Purple	Light Purple
IEP	Purple	Light Purple	Light Purple	Purple
Free Reduced	Light Purple	Light Purple	Purple	Light Purple
Light Purple - Significant Gap		Purple - Very Significant		

Phase II



How will the high school engage in conversations around Phase I?

The high school has reviewed and discussed the Phase I Presentation at teacher and faculty meetings. The plan has been referenced during teacher department meetings and administrative sessions, as well as, at the Parent Advisory Committee Session

The successes and concerns outlined in Phase I have been a major area of focus and feedback has been collected on an ongoing basis. We will be prepared to share this feedback.

Phase II



How can your school team get your school community excited about the innovative interactive survey that the District will initiate across the district? How will you get the most engagement on the platform?

- New Rochelle High School staff has always responded to surveys with gusto. This is because their input is valued by administration. They know that their views will be used in decision making. This is key to making surveys valuable and to encourage people to participate, assure them through action that their ideas will make a difference.
- We also ask for solutions to perceived issues so that everyone is part of the resolution and improvement plan. We have found much more buy-in as a result.



Phase II

SMART GOALS

Strategic Direction 1: Student learning: provide a high-quality and challenging education for every child that promotes the intellectual, creative, social, emotional, and physical development of all students

Review and define a data tracking system/data warehouse or proposal for the 2020/2021 school year. What data warehouse would be a good fit for this district?

Illuminate Education (formally I.O. and Skedula)

Illuminate Data and Assessment is an education intelligence platform that provides teachers with a standards-aligned, easy-to-use assessment platform with a wide range of qualitative and quantitative measures. The program supports data collection, analysis, and equity work. It also has compliance and state reporting features.

Phase II



What does a data warehouse need to be able to offer school leadership to ensure that it is a tool used to drive learning and achievement?

- Assessment: Assessment results are in one place (formative and summative); NYS-aligned assessment tools are also embedded
- Accessibility: Easy to use and eliminates the need to navigate between multiple spreadsheets
- Analytics Tools: Support progress monitoring with varied analytics tools.
- Subgroups: Identifies risk factors (i.e. attendance, grades, behavior) and finds trends fast.
- Data Visualization: Accessible dashboards that contain both macro and micro views of student progress; tailored to the user; can view and compare trends
- Compiles multiple data types and points that inform strategic decision making
- Integration: Ability to integrate from any source (other platforms and import spreadsheets)
- Additions: Platform offers additional products that can be easily added on as needed by the district (i.e. gradebook, family messaging, data dashboards, assessment tools, etc.)



Phase II

SMART GOALS

Strategic Direction 1: Student learning: provide a high quality and challenging education for every child that promotes the intellectual, creative, social, emotional, and physical development of all students

2019/2020 District Goal:

Develop the Measurable and Attainable aspects of SMART Goals through a partnership with administrators and teachers (Phase II):

- A SMART Goal is **S**pecific, **M**easurable, **A**ttainable, **R**elevant and **T**ime-Bound. These goals become an anchor for the school development and helps to focus decision making.
- Developing and following SMART Goals can result in student achievement and teacher effectiveness.

How do you set measurable goals on a building level?

First the school needs to look at data to determine areas of improvement. This data can take many forms, including scholarship, performance, anecdotal, and observational data. This should be done with the collective whole. This is when a team needs to develop SMART Goals. Then the real work begins. An action plan needs to be developed and there must be follow through and reassessment.

Phase II

SMART GOALS



How is this supported by professional development?

Although SMART Goal writing has been included in many teacher trainings, it is always helpful to review this process in professional development. It is most effective when the individual writes these goals, shares them with colleagues, and develops an action plan which is the “who, what, where and why” plan. To really experience the value of goal setting, it must be implemented whole heartedly, assessed and then reviewed for effectiveness.

Phase II SMART GOALS



Provide an example of the goal monitoring cycle.

Steps of Goal Setting



Phase II



Strategic Direction 1: Student learning: provide a high quality and challenging education for every child that promotes the intellectual, creative, social, emotional, and physical development of all students

Identify the root causes of the discrepancy in the ELL data and to realign programs and programming to meet the needs of this subgroup of students. What do you believe would help close the gap for ELLs in your school?

- ENL/Content Area Certified Teachers

One of the biggest hurdles to closing the gap for the ELLs is the lack of certified teachers in ENL and content areas. Currently there are only four certified ENL/Content area teachers in Social Studies and Mathematics to serve a population of 365 ELL students. None of our Science teachers working with ELLs are ENL certified. This lack of ENL-trained teachers hinders the ELLs' learning opportunities since as well intentioned as these teachers are, they lack the basic training in linguistic proficiency and learning stages of language acquisition.



Phase II

Curriculum – Please identify any needs or gaps in the curriculum. What additional resources would be helpful?

At the high school we developed curriculum and benchmarks that match our students' specific needs based on their academic and linguistic proficiency. We offer ENL courses aligned with the NYS recommendations in levels Foundations (SIFE), 1, 2, and 3, English Bridge class, and English FLEP class. Our courses pair ELLs with their linguistic range and recommended minutes for daily instruction. Part of our program is the use of "Bridge Classes" in the upper levels to help students transition into a non ENL schedule. This is the case with our English Bridge class and English FLEP classes. Both of these courses are designed to provide support and enhance the ELLs' chances of passing the English ELA.



Phase II

Engagement – How can we better support students' interests?

In the case of ELLs, we have to make a significant effort to create a curriculum that reflects their immigrant experience. In this curriculum, ELLs have the opportunity to read and analyze literature at different levels of proficiency that reflects their culture, experience and background.



Phase II

School/Home Partnership – How can we better engage and support families?

The high school currently offers Family monthly workshops. However, there is a need for the district to develop a districtwide outreach program targeting the specific needs of this community offering workshops on the areas of Understanding the American School System, Health, Mental Health and Family Outreach Services.



Phase II

SIFE – Are students impacted by an interrupted formal education?

Currently there are eighty-seven students identified through the NYS assessment system as SIFE. The needs of these students vary from illiterate in their own language to students that only reached fourth grade. Their ages range from fifteen to nineteen years old and the majority of these students are from Central America and are Unaccompanied Minors. After our initial assessment of the students, they are placed in the corresponding courses. The most severe cases in which students demonstrated a literacy and numeracy proficiency below the fourth grade or illiteracy are placed in our Foundations class.



Phase II

Strategic Directions 2: Safe and supportive schools: cultivate safe, nurturing environments that embrace our rich diversity and are conducive to learning and growth

2019/2020 District Goal:

Review and align the code of conduct and the implementation of the measures of discipline to decrease disproportionate suspensions for students of color.

Staff Supports and Development

- Solutions to Suspensions Committee
- Restorative Practices PD (district-wide), HS faculty turnkeys

Practices Implemented in Reducing Suspensions

- Restorative conferencing and community circles
- Choices, detention, loss of privileges, reduced minimum consequences
- Shifted to treatment model for substance abuse issues

Phase II

SMART GOALS



Strategic Directions 2: Safe and supportive schools: cultivate safe, nurturing environments that embrace our rich diversity and are conducive to learning and growth

2019/2020 District Goal:

To implement a culture and climate survey to assess the attitudes and attributes of each school community. What areas of culture and climate are well established in your school?

- Departments are well established to implement curriculum requirements, student needs in providing educational supports/resources both within classrooms and outside, and necessary communication with parents
- Team structures allow weekly goal-setting, bringing up issues with specific students and analyzing intervention services
- Celebrating and promoting diverse backgrounds, academic achievements, etc. via club activities and academic societies
- Having organizations both cultural and academic at the high school

Phase II

SMART GOALS



What would you like your team and/or teachers to learn more about?

- Further training in cultural competence and implicit bias to better serve student needs.

Do you have any additional recommendations regarding community participation specific to a climate and culture survey?

- Include community members to serve as mentors to support the numerous activities at the high school.



Phase II

Strategic Directions 2: Safe and supportive schools: cultivate safe, nurturing environments that embrace our rich diversity and are conducive to learning and growth

The EDSCLS School Climate Model: The importance of Surveying

Engagement

- **Cultural and Linguistic Competence**

To try to understand our district within this light, one must know that Cultural and Linguistic Competence is assessed on behaviors, attitudes, and policies. Survey questions must be developed with this in mind.

- **Relationships**

It is essential that students feel comfortable with their teacher. Studies over the years have shown that a good relationship with a teacher leads to greater engagement, commitment and success.

- **School Participation**

This addresses a few issues: truancy, not coming to school; cutting class; not participating in class. Each of these issues impacts students at school and years into the future.



Phase II

Strategic Directions 2: Safe and supportive schools: cultivate safe, nurturing environments that embrace our rich diversity and are conducive to learning and growth

The EDSCLS School Climate Model: The importance of Surveying Safety

- **Emotional Safety**

Aside from academic success, our school addresses the needs of the whole child. Their emotional wellbeing is imperative. Assessing their social and emotional condition is needed to reduce emotional pain and to avoid future dangers.

- **Physical Safety**

Physical Safety is a basic need according to Maslow. Students must feel safe in their environment to be stay focused on success.

- **Bullying/Cyberbullying**

Bullying in all its forms is damaging to students. The feeling of belittlement impacts their self-esteem and can lead to serious emotional issues.



Phase II

The EDSCLS School Climate Model: The importance of Surveying

- **Substance Abuse**

Substance abuse is starting at an earlier age. Drugs are more readily available, and drugs are more potent than years ago. The dangers of addiction and health issues have been seen in our schools and they impact not only learning, but the student's ability to function.

- **Emergency Readiness/Management**

As the saying goes, "You can never be over prepared." Emergency preparedness means that we plan for prevention, protection, mitigation, and recovery (US Presidential Policy Directive 8).



Phase II

The EDSCLS School Climate Model: The importance of Surveying Environment

Physical Environment: The physical space must allow students to be free from danger and provide access for all students.

Instructional Environment: This is an area which we assess as part of the teacher evaluation. A welcoming and appropriate classroom space provides access, accommodations and comfort to help students be prepared to learn.

Physical Health: As students are prepared to graduate and become self sufficient, one cannot assume that they understand how to take care of their health. The school environment should be equipped and staffed to help teach and provide opportunities for them to understand the importance of their physical well being.

Mental Health: Mental health supports and education for adolescents need to be readily available and students need to know how to access services.

Discipline: Good control over behaviors in a building helps the environment feel safe and prevents more undesired behavior. Students need to know the rules, but no matter what, Must be treated respectfully and with dignity.

Phase II



Strategic Directions 2: Safe and supportive schools: cultivate safe, nurturing environments that embrace our rich diversity and are conducive to learning and growth

2019/2020 District Goal:

Reorganize security office team. Develop systems to ensure that the security team is actively supervising students.

Safe and supportive schools: cultivate safe, nurturing environments that embrace our rich diversity and are conducive to learning and growth 2019/2020

District Goal: Reorganize security office team. Develop systems to ensure that the security team is actively supervising students.

Altaris recommendations to ensure the safety and security of the students, teachers, staff and school facilities.

Recommendation to update Safety Plan and Threat Assessment Plan

Phase II



Which Altaris recommendations have been helpful?

The Building Safety Plan

What are the strong safety measures in your school?

- Students must swipe in when they enter school
- After 8:30 am there is only one entrance
- All visitors need photo ID and are swiped into the system, escorted to their location
- Outside doors not used have alarms
- Security is roaming around in their area
- There are designated entry and exit points for visitors
- There is security posted near exits
- Visitors are escorted out of the building at the close of each visit
- There is a shared mode of communication by Security Staff (2 -way radios)



Phase II

What are your security concerns or requests?

- Obviously, more security guards
- Alarms on all exterior doors with signal to Security Office Tracking System
- A Security Staff Member trained exclusively to monitor the cameras
- Everyone wearing their photo ID, staff included
- More substitute teachers - without more subs, more students will be roaming around
- More drills and training
- Consistent data collection, feedback and guidance from Altaris
- Installation of more cameras and/or mirrors in “hard-to-view” areas
- Ongoing professional development lead by Altaris

Phase II

Is there additional training that would be helpful?

- First responders training like we did 2 years ago
- Table top exercise with whole staff of each building
- Unannounced drills
- Ongoing professional development for lockout/lockdown/shelter-in-place procedures
- Community building activities between security staff and teachers, as it impacts safety and supervision
- Training in de-escalation practices to prepare for violent events among students.

Would we benefit from continuing to work with them?

We could always benefit from working with knowledgeable people, but it doesn't have to be ALATRIS.

What direct Altaris work would continue to benefit your school?

Phase II



Strategic Directions 3: Superb Staff: recruit, hire, develop, evaluate and support all staff to consistently and collaboratively provide a high quality and challenging education for every child

2019/2020 District Goal:

Create systems and structures in the central office to effectively support schools.

What the changes would you like to see in the communication structure between Central Administration and your school?

- Increased central administration communication with faculty/staff at all schools and parents/guardians
- Focused curriculum meetings with principals /department chairs and small groups of teachers within each department - to develop measurable goals, common assessments, targeted professional development, and support/resources required to achieve all set goals.

(continued on next slide)



Phase II

(continued)

- Develop teams within each school to address issues of disparities/inequalities in educational opportunities and access to high quality/challenging education and appropriate technology. Include members of parents/student representatives
- Create protocols & data teams within each school to evaluate multiple points of data to serve as indicators of whether goals are met or need modifications.

How can we question and change recruitment practices to identify additional diverse qualified applicants?

- Use a wider platform to announce vacancies to recruit teachers with diverse qualifications
- Create teams of teachers and administrators to conduct initial interviews

Phase II



- Please provide a list of categories of staff with certification placements. Please identify where you have immediate needs and vacancies.

Staffing Needs:

- *ENL Social Worker*
- *ENL Co-Teacher Content Areas*
- *Data Analyst*
- *Security Staff*
- *Earth Science teacher (for Wuebber)*
- PE Secretary
- Intervention Specialist Administrator
- Strength and Conditioning Coach
- FT Trainer
- 2 Resource Room Teachers
- Science Research Teacher
- 1 Choices TA
- Assistant Tumble Coach
- English Teacher
- Attendance Programy TA



Phase II SMART GOALS

Strategic Directions 3: Superb Staff: recruit, hire, develop, evaluate and support all staff to consistently and collaboratively provide a high quality and challenging education for every child

2019/2020 District Goal:

Have your priorities changed from last year? They have expanded.

Academic Success

- Increase Graduation & Passing Rate through robust Academic Intervention.
- Challenging Offerings

Address the Whole Child

- Reducing Disparities
- Social/Emotional Supports
- Restorative Practices
- Culturally Responsive
- Alternatives to Discipline

Compliance

- Self Audit Process to determine compliance

Communication

- Increase Effective Communication with all Stakeholders: Student, Faculty, Parents, & Community



Safety

- Strengthen Protocols
- Consult with Alerts
- Continue with Safety Trainings



Phase II

Recap any asks from the Phase I Presentation.

Summary of last year's priorities that continue to be needs:

- AIS Services
- ELL Supports
- Attendance Interventions
- Accessible Data
- Social Emotional Supports
- Class Size
- Alternatives to Suspension



Phase II

2019/2020 District Goals

What FUSE contract provisions support district priorities?

- Attendance Guidelines
- Professional Development Obligations
- 0 Period Assignment at the High School

What critical items would you like addressed in this year's contract negotiation?

- Teachers being paid to cover classes
- 9th period assignments (similar to 0 Period)

Phase II

Smart Goals



Projecting 2020/2021 District Goals:

- In reviewing the 2019/2020 district goals, what goals would be useful to continue into the next school year? What would you suggest be the next iteration of each goal as we move forward?

Goals to continue into the next school year:

- Develop the Measurable and Attainable aspects of SMART Goals through a partnership with administrators and teachers.
- Create systems and structures in the central office to effectively support schools.
- Review and align the code of conduct and the implementation of the measures of discipline to decrease disproportionate suspensions for students of color.

Phase II

SMART GOALS



Projecting 2020/2021 District Goals:

Next iteration of each goal :

- Develop the Measurable and Attainable aspects of SMART Goals through a partnership with administrators and teachers *using relevant data points*.
- Create systems and structures in the central office to effectively support schools *that incorporates the feedback from key stakeholders*.
- Review and align the code of conduct and the implementation of the measures of discipline to decrease disproportionate suspensions for students of color....



Phase II

Projecting 2020/2021 District Goals (cont):

- In reviewing the Key Objectives, what objectives would be of most interest to your school based on the Phase I data? What goals would you suggest become a focus for the district during the next school year? (Goals on next slide)

KEY OBJECTIVES

- **Increase graduation rate**
- **Increase access to accelerated pathways**
- **Increase access for ALL students to opportunities that support learning objectives**
- **Decrease violence in schools (Engaged students are safe students)**
- **Build internal capacity aligned to the strategic plan**
- **Build consistency in research-based instructional practices**
- **Create a profile of a New Rochelle Graduate**

Phase II

SMART GOALS



Projecting 2020/2021 District Goals (cont):

What goals would you suggest become a focus for the district during the next school year? What would you propose as **Measurable** and **Attainable** for the suggested goals?

Increase graduation rate

Measurable and Attainable: Increase the high school graduation rate by 3%

Increase access to accelerated pathways

Measurable and Attainable: Increase the number of students in AP and honors courses by 3% with a focus on underrepresented populations

Build consistency in research-based instructional practices

Measurable and Attainable: Implement 1 research based instructional practice across four subject areas